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ABSTRACT

This document consists of nine consecutive issues of the quarterly newsletter of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges (ACCJC). Major articles appearing in these issues are: (1) Eligibility Requirements Revisions Completed; (2) New Accreditation Standards Adopted; (3) ACCJC Policy Changes Will Impact Colleges; (4) Policy Issues Dominate ACCJC June Meeting; (5) Council for Higher Education Accreditation Sets Priorities; (6) ACCJC Policy Changes; (7) ACCJC Hawaii and Pacific Member/Colleges; (8) Assessment: What's It All About?; (9) Gaining Accreditation: Exciting, Challenging, Demanding....and Fun. (SEP)

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Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.

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Accreditation NOTES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Eligibility Requirements Revisions Completed

After more than a year of review and discussion, the Accrediting Commission for Community and Junior Colleges has completed its revisions to the institutional Eligibility Requirements.

Work on the revisions has been supported by parallel discussions among all the regional accrediting associations, with significant progress toward a set of common eligibility requirements applicable throughout the country.

ACCJC Associate Director Judith Watkins represented the Commission in this endeavor.

Eligibility requirements are the "screens" which are applied to applicant institutions in order to determine whether the institution is potentially accreditable. For example, an institution must have approval to operate and award appropriate degrees from the relevant governmental agency in all areas in which it operates. It must have an independent governing board, a chief executive officer, and faculty. It must be operational, with students actively seeking degrees. There must be appropriate learning resources available and a funding base to ensure financial stability now and in the future. In short, the enterprise must present itself as a viable educational institution.

On occasion, the Commission has received Eligibility Reports which included promises to fully implement the requirements, or statements that the requirements were met without appropriate documentation to support the assertion.

At the January, 1996, meeting, the Commission clarified the process for eligibility review by deciding that all of the Eligibility Requirements must be in place before an Eligibility Report may be submitted. "The intent is to provide clear statements of Commission expectations to prospective members, and to increase the chances that an applicant institution will have a successful experience," Watkins stated.

"Even after successful completion of an eligibility review, an applicant institution must produce a comprehensive self study and be visited by an evaluation team before any decision is made about its admission to candidacy or a grant of initial accreditation," she added.

A new, expanded *Eligibility Brochure* is in the final stages of preparation and will be distributed to any person or institution inquiring about accreditation. Staff have prepared materials which will illustrate the kinds of documentation that the Commission expects. Member institutions will also receive copies.

Since the Eligibility Requirements identify the characteristics of an accreditable institution and also constitute a floor below which no institution may fall, currently accredited institutions must also attend to them, Watkins stated. Current policy states that "compliance with the criteria is expected to be continuous and

CONTINUED ON PAGE 6

Revised Handbook Due in Fall

As part of the regular review and updating of the Standards for Accreditation, draft revisions have been distributed to colleges accredited by ACCJC for their review. Copies are also available on request from the Commission office.

An Editorial Committee, assisted by consultant Frances Conn, drafted the revisions following extensive consultation with task groups of academic staff from member colleges, according to ACCJC Executive Director John Petersen. He noted that the Commission is expected to adopt a new *Handbook of Accreditation* that will include the revised standards in June, 1996, for distribution in the fall.

The new *Handbook* will be applicable to self studies beginning in 1996-97 and evaluation visits taking place in academic year 1997-98.

Petersen noted that most of the standards will be similar to those in the current *Handbook*, adopted in 1990. An effort has been made, he said, to simplify and clarify, and to eliminate redundancies.

"More standards will require assessment of student and institutional outcomes, and there will be an additional treatment of multi-college systems," he added.

NEW PROPOSAL FOR ACCREDITATION COORDINATION

SEE PAGE 3

About Substantive Change...

When institutions are accredited or reaffirmed, the Commission bases its decision on the conditions that exist at the time of the evaluation. At the same time, the Commission recognizes that institutions are not static, that transformational changes can occur, and that innovation and experimentation should not be arbitrarily stifled. Systems need to be in place which recognize this while maintaining the Commission responsibility for quality, integrity, and effectiveness of member institutions.

The Substantive Change policy was most recently revised in 1991. The policy explains the meaning of substantive change. It also spells out the expectation that institutions report proposed substantive changes to the Commission before they are implemented (*Handbook of Accreditation*, pp. 106-108, *Guide to Self Study*, pp. 21- 21a).

"Federal requirements that 'branch campuses,' as defined in the law and regulations, must be visited within six months of their establishment contribute to the environment in which some Substantive Change Reports are reviewed," stated Associate Director Judith Watkins.

Since the revision of the Substantive Change policy in 1991, the Commission has received 21 Substantive Change requests, according to Watkins. Seven were denied or delayed pending resolution of concerns.

"In a few cases, institutions made agreements to conduct educational activities which constituted substantive changes without notifying the Commission," Watkins noted. "That jeopardized their grant of accreditation under Standard Two, Educational Programs, and Standard One, Institutional Mission. Early conversations with the Commission office could have avoided considerable institutional embarrassment."

When a Substantive Change report is received, Commission staff first evaluate it to determine whether the change falls within the parameters of Substantive Change. Given the diversity of institutions in the association, a change which has major consequences for one institution might be a minor adjustment for another.

"Some changes, however, will precipitate an automatic review, and, possibly, even a review of the accredited status of the institution," Watkins said. Change of ownership in a private school, or intent to operate outside the region of Commission jurisdiction are examples.

The Commission has established a standing Committee on Substantive Change to consider reports received between Commission meetings, and the Commission reviews the report of the standing committee at each regular meeting.

"Institutions are doing a better job of reporting Substantive Change," Watkins noted. "Accreditation Liaison Officers and Presidents can be extremely helpful by being alert to institutional changes which might qualify as Substantive Change. Sometimes a quick phone call is all that it takes to handle a situation." ■

The following institutions will receive comprehensive evaluations in 1996-97.

Under the current US Department of Education regulations (602.27 (d)), ACCJC must provide opportunity for third-party comment regarding an institution's qualifications. Any third-party comment on these institutions should be made to the Executive Director, ACCJC PO Box 70, Aptos, CA. 95001.

AMERICAN ACADEMY OF DRAMATIC ARTS/WEST
AMERICAN SAMOA COMMUNITY COLLEGE
BUTTE COLLEGE
CHABOT COLLEGE
COLLEGE OF THE CANYONS
COLLEGE OF THE MARSHALL ISLANDS
COSUMNES RIVER COLLEGE
CUESTA COLLEGE
EAST LOS ANGELES COLLEGE
LANEY COLLEGE
LAS POSITAS COLLEGE
LOS ANGELES CITY COLLEGE
LOS ANGELES TRADE-TECHNICAL COLLEGE
MERRITT COLLEGE
PALOMAR COLLEGE
PASADENA CITY COLLEGE
PHILIPS JUNIOR COLLEGE-CONDIE CAMPUS
SAN BERNARDINO VALLEY COLLEGE
SANTA BARBARA CITY COLLEGE
SANTA ROSA JUNIOR COLLEGE
SOUTHWESTERN COLLEGE
TAFT COLLEGE
VISTA COLLEGE

Who Pays for Accreditation?

The Accrediting Commission for Community and Junior Colleges, like other regional accrediting agencies, is supported entirely by its member institutions. These institutions pay an Annual Fee to support Commission activities, office, and staff. They also pay a periodic Evaluation Service Charge to cover the cost of the peer evaluation team that visits the college. Fees and charges vary according to the size of the institution and the type of the visit.

A common erroneous assumption is that the Commission receives state or federal government support, and that accrediting agencies have a relationship to government.

Accreditation is entirely nongovernmental, and is carried out by an association of institutions that have agreed to abide by a set of standards of good practice, and to be periodically evaluated by peers. The federal government makes use of accreditation; for example, accredited status is a condition of eligibility for institutional participation in Title IV Student Financial Aid. Some states make use of accreditation for various purposes, such as authority to offer academic degrees and professional licensure preparation.

ACCJC fees, while substantial, are not among the highest levied by regional accrediting agencies. Fees also represent only a portion of the cost of accreditation to an institution. Invisible costs such as professional staff time devoted to self study and time spent by professionals as peer evaluators for other institutions are additional costs to the institution.

The purposes of accreditation are: first, to attest to quality, integrity, and effectiveness of the accredited institution, and second, to foster a culture of systematic evaluation and improvement in that institution.

The process is owned by the community of institutions and conducted by the academic community on behalf of the public's need to know that its institutions are trustworthy, and the institution's own need to know that transfer credit is appropriate.

Nongovernmental status keeps the enterprise faithful to educational purposes and helps to minimize politically motivated pressures that would result from an evaluation system that was part of government. ■

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Regional Accreditation: Is There a Center?

By John C. Petersen

The more than two years following the demise of the Council for Postsecondary Accreditation have been marked by the development and failure of proposals to establish a national core entity to serve the community of regional accrediting agencies.

While it is clear that there is a strong community of interest and considerable commonality of practice among the regional agencies, key constituencies have been reluctant to establish any sort of formal central authority, to agree on codification of common standards, or even to acknowledge the commonality that presently exists. Some institutions, primarily in the independent sector, resist outside influences, whether governmental or a proposed organization of nongovernmental accrediting agencies.

Additionally, I believe it is fair to suggest that some regional accrediting agencies fear any compromising of their historic autonomy. For these reasons, the October 1994 proposal for a Higher Education Accreditation Board, which I enthusiastically supported, did not come to pass.

A 25-member Presidents' Work Group on Accreditation, which met in 1995 and early 1996, has proposed the establishment of a much less intrusive entity to serve the interest of the institutional community in quality assurance and to serve a coordinative function for the regional accrediting agencies, which will retain autonomous authority over standards, policies, and practices.

That proposal will probably have been distributed by the time this issue of Accreditation Notes is published. I sincerely hope it will be approved because the community of higher education needs a common place, a city hall, where issues of accreditation and quality assurance can be effectively and credibly addressed.

Accreditation has had mixed success. As a means of defining the community of credible institutions by excluding the more egregious diploma mills, and as a help for developing institutions, it has been successful.

However, some established institutions tend to merely tolerate accreditation until confronted by the alternative, government regulation.

Because accrediting associations inevitably bow to the interests of member institutions, the temptation exists not to press very hard the case for improvement. Improving the quality of practice of accreditation may require the involvement of an independent nongovernmental entity, external to the regional agencies.

What can a collective entity do that can't be done as well by the six regional associations' accrediting commissions independently? In this information age, all sorts of enterprises are national and transnational in scope of activity. This will be increasingly true of higher education, leaving state borders and regional boundaries looking rather quaint, and leaving institutions and agencies constrained by such boundaries poorly equipped to address issues of quality and credibility that are not similarly confined.

International initiatives, including those conducted electronically, need attention. Evidence already exists to suggest that insubstantial, even fraudulent degree-granting entities originating in the U.S. are victimizing consumers in other nations where large markets exist for higher education. Victims in such cases include all U.S. institutions of higher education whose collective reputation suffers when it appears that there is no workable way to assure the credibility of degrees issued here. A coordinating agency will provide a point where common interests in quality assurance that transcend states and regions can be addressed.

Accreditation recognizes the realities of institutional diversity, unlike some government functionaries who have been known to seek imposition of a single assessment template on all sorts of institutions, in an effort to achieve publishable comparisons. It is important therefore that nongovernmental accreditation be protected and enhanced as the institutional community's system of self regulation and quality assurance.

The differences in perspective on quality assurance may be irresolvable. Academics will never agree to simple-minded quantitative standards, and policy makers are likely to insist on numbers and public ranking of institutions.

Unless the institutional community can demonstrate that its system of evaluation, quality assurance, and self-regulation is rigorous and trustworthy, the development of governmental systems to serve public policy objectives will be inevitable.

Approval of the proposal by the Presidents' Work Group is an important beginning, building on the strengths of the regional accrediting associations. The nongovernmental system of accreditation encourages developing institutions while challenging the strongest institutions to do better, employs the talents of thousands of conscientious academic volunteers, and serves the world's best national system of diverse institutions.

Accreditation continues to evolve in ways that no central ministry could adapt to serve higher education. The proposed entity will begin to provide the needed center, the visible entity, and can provide a synthesis and catalyst for progress. ■

Commission Membership

Four commissioners of ACCJC have terms ending on June 30, 1996. All are eligible to serve another three-year term. Jean Vincenzi and J. Robert Evans will complete their first three-year terms. Constance Carroll, chair-elect, is eligible for appointment to a third term by virtue of the office held. Jack Hernandez was appointed in 1995 to serve the last year of an unexpired term. For a full listing of commissioners, see page 4. ■

Executive Director Search Comes To End

Seventy-one applications were submitted for the position of executive director of the Commission, which John Petersen will vacate when he retires from the Commission at the end of June, 1996. A Search Committee, chaired by Commission Chairperson Carmen Maldonado Decker, is reviewing the applications and will recommend a small number of candidates. The Commission will meet in late March to appoint its new director, and an announcement of its action will be made at that time. ■

COMISSION ACTIONS IN JANUARY

At its meeting on Jan. 8 and 9, 1996, the Accrediting Commission for Community and Junior Colleges took the following institutional actions:

Reaffirmed Accreditation
Cuyamaca College
Don Bosco Technical Institute
Grossmont College
Mission College
Ohlone College
Rancho Santiago College
Rio Hondo College
Salvation Army College for Officer Training
West Valley College

Accepted Reports of Interim Visits
Evergreen Valley College
San Jose City College
West Los Angeles College

Accepted Reports of Focused Midterm Visits
College of Marin
Compton Community College

Accepted Interim Reports
American Samoa Community College
(Probation removed, placed on warning)
Phillips Junior College - Condie Campus
San Francisco College of Mortuary Science
(Probation removed, accreditation reaffirmed)

Interim Report not Accepted
Los Angeles Southwest College

Accepted Focused Midterm Reports
Antelope Valley College
Fashion Institute of Design and Merchandising
Irvine Valley College
Oxnard College
Saddleback College

Denied Eligibility
MTI Western Business College

Received Substantive Change Reports
Brooks College
College of Oceaneering
Contra Costa College
Heald Colleges
Kelsey-Jenney College
San Joaquin Valley College
Queen of the Holy Rosary College

CONTINUED FROM PAGE 1

will be validated periodically, normally as part of every comprehensive evaluation..."

In practice, this validation has occurred implicitly in the self study and evaluation team visit, but neither the institutions nor the teams were provided much direction or assistance, Watkins stated. To that end, beginning with the 1997-98 site visits, colleges being reviewed must include consideration of the Eligibility Requirements in their self studies, and teams will be asked to comment on it directly in their reports.

The new *Guide to Self Study* to be published in 1996 will include validation directions.

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Accreditation NOTES

NEWSLETTER OF THE ACCREDITING COMMISSION FOR COMMUNITY & JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

New Accreditation Standards Adopted

The Accrediting Commission for Community and Junior Colleges adopted revised Standards of Accreditation in June. A draft had been distributed to all member institutions, key trustee, administrative, and faculty organizations in the region, other accrediting bodies, state and federal agencies, and anyone who requested a copy. Associate Director Judith Watkins and consultant Frances Conn reviewed the extensive comments and developed text for the new edition of the *Handbook of Accreditation*, which will contain the new standards.

Hundreds of individuals participated in conversations, work groups, and institutional or organizational reviews as a part of this process. Associate Director Judith Watkins reported, "We have presented the proposed standards whenever and wherever we could gain an audience, and we have been informed by thoughtful comment and constructive advice."

"Overall response to the proposed standards has been positive from the beginning," she noted. The decisions to streamline and simplify the language, remove redundancy, and divide overly-large and complex standards into more manageable units have been warmly received. Institutions expressed appreciation for the non-prescriptive nature of the language, she added.

The 1996 standards make clear the Commission's expectation that institutions will focus on institutional effectiveness — especially learning outcomes — in preparing self studies. "At one time accreditation concerned itself primarily with resources. Then attention began to be paid to the importance of policies and procedures in institutional good practice. Now we are addressing issues of institutional results in much more direct ways," Watkins commented.

Among the changes, the very long standard on institutional mission, integrity, and effectiveness has been divided into three separate and clearer standards so that there are now ten standards instead of the current eight.

Major changes were also made in the standards dealing with students. The long laundry list of programs and services has been replaced with a "student pathway" emphasis in which the college assesses the outcomes of its services as a student moves through the institution. "This is a huge change in the way we ask colleges to approach this area, and we were greatly assisted by student services leaders in the region," Watkins noted.

Standards on educational programs also received major revisions, with increased attention paid to the attributes of degrees and to institutional obligations to assess student learning outcomes. In the area of governance, a sec-

CONTINUED ON PAGE 4

A GREETING AND FAREWELLS

SEE PAGES 2 & 3

David Wolf Heads ACCJC

David B. Wolf assumed the position of Executive Director of the Accrediting Commission for Community and Junior Colleges on July 1. He replaces John C. Petersen who held the position for 11 years.

Wolf has served as Provost and Vice President of Academic Affairs at the California Maritime Academy, Vice President of Academic Affairs at Santa Rosa Junior College, President of Los Angeles Pierce College, and Vice President of Academic Affairs at Los Angeles Harbor College.

His academic background includes a Ph.D. in education from Stanford University and an M.A. in economics and a B.S. in mechanical engineering from UC Berkeley. He has taught at the Maritime Academy, UCLA Graduate School of Education, and a number of community colleges.

He and his wife Ruth were volunteers with the US Peace Corps in Malaysia in the 60's. They currently live in Santa Rosa.

The ACCJC Office will close in Aptos on July 29 and will reopen in Santa Rosa on Aug. 13. The new address is 3402 Mendocino Ave., Santa Rosa, CA, 95403. The phone number is (707) 569-9177.

Issues and Challenges Facing Accreditation

By John C. Petersen

I am proud to have been associated with this enterprise, and I take much satisfaction in the steady improvement that I have seen in the quality of evaluations. Higher education accreditation faces a daunting set of challenges in the years ahead, with both old and new concerns to be addressed, and the emergence of new possibilities presented by the creation of CHEA, the Council for Higher Education Accreditation.

Continuing Issues for Accreditation:

The accountability movement, fueled by financial and demographic matters, will become more intense as governments worry about value received for public resources devoted to education.

Proposals for governmental regulations, with quantitative standards, will be made by officials who distrust nongovernmental accreditation and peer review.

Accreditation may be expected to become more public, as policy makers and the public reasonably insist that evaluative data be made available. At the same time, accreditation clearly still works best for most institutions when self studies and evaluation reports can be candid without fear of misrepresentation or sensational reportage in the media.

There are still institutions — especially in the private sector — which resist any form of oversight, including nongovernmental self-regulation, in the apparent belief that total autonomy can be maintained while continuing to accept government funds and enjoy tax exemptions. Their influence must not be permitted to influence accreditors to back away from their public accountability role.

Newer Issues:

Distance learning technologies will diminish the importance of state borders and regional boundaries. It is now possible for a small institution, in partnership with a media giant, to offer education worldwide. Institutional accreditation on a purely regional basis, and licensing by states, is inadequate to assure reasonable quality.

Learning technologies present an interesting challenge to institutions and accreditors to go beyond the mere rhetoric of learner outcomes assessment.

Overseas branching and franchising of degree programs is exploding worldwide. Sadly, much of this effort is designed to achieve a fast profit, and some institutions are offering programs of shamefully low quality that would never be tolerated on the home campus.

I am encouraged by the approval of CHEA by the nation's college and university presidents. The Council for Higher Education Accreditation will be a platform from which common initiatives to serve higher education evaluation can be launched. I hope that this will be treated as an opportunity to forge a unified long-term commitment to a demonstrably rigorous system of self-regulation that will make government regulation initiatives unnecessary. CHEA and others could profitably look at promising models of quality assurance in other nations where serious efforts are underway.

The time of transition has arrived, and it is time for me to express sincere thanks to the hundreds of colleagues who have made accreditation work: the self study participants, evaluation team members and chairs, institutional leaders, and especially to the remarkable people who have served as members of the Accrediting Commission. Institutional acceptance of judgments rendered by accreditation is a function of the stature of the people who conduct self studies, peer reviews, and Commission decisions. And institutions, like individuals, want to be well thought of by their peers.

Summary of Commission Actions 1991 through 1996

Action	1991-92[1]	1992-93	1993-94	1994-95	1995-96
Applicant	1	3		4 (denied)	1 (denied)
Candidacy			1		
Initial Accred.			1	2	0
Reaffirm	7	2	6	9	5
Reaffirm w/Report	6	11	6	4	7
Reaffirm w/Report & Visit	10	3	6	12	10
Deferral[2]	2	2	1	3	1
Warning[2]	2	2	2	2	3
Probation[3]		1	4	3	6
Show Cause[3,4]			1		
Termination[3,4]				1	
Withdrawal/Closure/Transfer	7[5]	1			1
Substant. Change	1	7	4	4[6]	9[7]

1 First year of 1990 Standards self studies and visits
2 Deferrals & warnings are private negative actions followed by reports and visits
3 Public negative actions followed by reports and visits
4 Public negative action subject to ACCJC and WASC appeal process
5 [5] non-degree military schools transferred to Southern Association, COE!
6 [1] public college report denied
7 [2] public college and one private college reports denied

STAFF CHANGES

For the last 15 years those contacting the ACCJC office have almost certainly spoken with Sue Lundquist. Her delightful style and extraordinary knowledge turned these conversations into memorable moments; no doubt some have conjured up accreditation questions just to talk with Sue. She will be retiring in August to join her family in, among other adventures, constructing a home in Mexico. The Commission will miss Sue's many talents and wishes her every happiness.

Mary Ann Hilmes, Administrative Secretary, delayed her departure from the ACCJC to accommodate the needs of the office; her family had moved to Sacramento many months ago. Mary Ann's tenacious support of accreditation teams, and her authoritative review of all things chocolate, will long be remembered. Best wishes to Mary Ann.

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Some Preliminary Areas of Interest

By David B. Wolf

As I compose this column, my second week with the ACCJC is just concluding. This is hardly a position from which to expound with authority about our organization and its mandate, but this is a good time to make some early observations and express some hopes.

Accreditation, as it is now practiced, is something of a wonder. The public generally places great importance in the accredited status of an institution, while at the same time it has almost no knowledge of the process or the particulars of any specific status. Accredited status has significant — at times even crucial — influence on individual institutions, yet the direct authority of the Commission and its staff over these institutions is virtually nonexistent. The Commission members put in long hours preparing and conducting their business. Team chairs and team members do the same, yet none receive any monetary recompense for their efforts. As unlikely as these features might be, they presently act in support of the most powerful force advancing good practice amongst the two-year colleges.

Like the colleges themselves, the practice of accreditation is going to have to continue to innovate and adapt to maintain and enhance its standing. Technology, competition, resource management, and accountability are significant matters shaping the ACCJC. As the Commission works within this dynamic array of forces, the accreditation enterprise must continue to warrant the respect of the public at large and its member institutions.

To this end, I will be talking to college representatives and other constituencies important to accreditation to better understand issues and develop some approaches. I will then work with the Commission to form action initiatives. Even at this early point there are specific areas that have come to my attention:

- Clarifying the role of the "public" (a term that itself is used rather ambiguously) in accreditation matters and finding a new, more appropriate level of public participation within accreditation structures.
- Improving the professional usefulness of accreditation activities to college practitioners.
- Advancing the state of the art of institutional evaluation, most immediately in the realms of measuring organizational success and distance learning.
- Using the vantage point of accreditation to effect improvements in areas of substance; one candidate area might be the coordination of accreditation standards to improve K-12/two-year college/four-year college communication.
- Reviewing accreditation practices to make them more useful and convenient to member institutions.

Please do not hesitate to contact me or other members of the ACCJC staff to provide us with your perspectives and ideas.

Let me close with one other observation from the first weeks on the job: the ACCJC has attracted outstanding people to its operations. The Commission itself — each and every individual — conducts its affairs with the kind of professionalism that can serve as an example. I am especially indebted to outgoing Chair Carmen Decker and incoming Chair Constance Carroll for their wise counsel. The ACCJC staff has been most helpful in introducing me to all of the complexities: Judith Watkins has shared her profound knowledge of particular processes and institutional accreditation histories; Sue Lundquist has generously made available her knowledge of office operations — some 15 years worth; and Mary Ann Hilmes has taught me about the team databases and the systems in place for team support. Special mention must be made regarding John and Norma Petersen (who, by the way, became grandparents for the second time on June 28). Their courtesies through information, analysis, and hospitality are simply extraordinary and have made these last weeks most enjoyable for Ruth and me.

I want to thank the Commission for providing me with this opportunity. The accreditation community as a whole clearly has all the attributes necessary to address the issues of this era, and in so doing to promote the advancement of the colleges of the Western Region. This is most worthy work.

ACCJC Faces National Review

Oversight of accrediting agencies occurs through two national agencies, the Department of Education and the nongovernmental Commission on Recognition for Postsecondary Accreditation (CORPA). Each agency conducts its review at five-year intervals.

CORPA recognition of ACCJC will be reviewed on Aug. 16. Commission Chair Constance Carroll and Executive Director David Wolf will attend the Washington, D.C. meeting to give testimony. A comprehensive report, similar to an institutional self study, was submitted to CORPA in March. Additionally, an outside evaluator attended the January meeting of the Commission to report to CORPA. The purpose of this recognition process is to provide assurance that accrediting agencies follow good practice in evaluation of colleges and universities.

The Department of Education recognition process, which will take place during 1997, will require the preparation of a report which documents compliance with a set of published criteria established pursuant to the 1992 amendments of the Higher Education Act. Institutional eligibility to participate in Title IV student financial aid requires that the institution be accredited by an agency recognized by the Secretary of Education as a reliable authority on the quality of education and training.

A newly-created entity, the Council for Higher Education Accreditation, was established by a vote of the nation's institutional chief executives. It is not yet clear whether this agency will assume the responsibilities presently carried out by CORPA, or if it will simply cooperate. In any case, it seems clear that accreditors will increasingly be held accountable for their own performance, as well as the performance of the institutions they accredit.

New Officers

Constance M. Carroll, President of San Diego Mesa College, has been elected to chair the Accrediting Commission through June 30, 1998. Ms. Carroll succeeds Carmen Maldonado Decker.

Ms. Carroll is a six-year veteran Commissioner who has chaired numerous evaluation teams and has conducted training sessions for team chairs. She will be assisted by Vice-Chair and Chair-elect Leon P. Baradat, a member of the Political Science faculty at Mira Costa College.

EVALUATION & WORKSHOP SCHEDULE FOR 1996-97

The following institutions will receive comprehensive evaluations in 1996-97. Under the current US Department of Education regulations (602.27 (d)), ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the Executive Director, ACCJC, 3402 Mendocino Avenue, Santa Rosa, CA 95403.

American Academy of Dramatic Arts
American Samoa Community College
Butte College
Chabot College
College of the Canyons
College of the Marshall Islands
Columbia River College
Cuesta College
East Los Angeles College
Laney College
Las Positas College
Long Beach City College
Los Angeles City College
Los Angeles Trade-Tech College
Merritt College
Palomar College
Pasadena City College
San Bernardino Valley College
Santa Barbara City College
Santa Rosa Junior College
Southwestern College
Taft College
Vista Community College

Attendance at a Commission workshop is required for all Team Chairs and new team members. Experienced team members are encouraged to attend. Self study workshops for colleges preparing self studies for visits in 1997-98 and fall of 1998 will include sample self studies and presentations by representatives of colleges who have completed self studies.

Date	Workshop	Location
8/22/96	Team Chairs	SFO Westin Hotel
9/17/96	Self Study North	San Jose City College
9/19/96	Teams North	Canada College
9/26/96	Self Study South	Golden West College
9/27/96	Teams South	Orange Coast College
1/24/97	Teams North	Heald Institute of Technology, San Jose
1/28/97	Teams South	Glendale College

CONTINUED FROM PAGE 3

tion specifically dealing with multi-campus/college districts or systems has been added. Learning resources standards increasingly address the multiplicity of access and delivery systems, with concern for the effectiveness of these resources in improving student learni outcomes.

Publication of the *Handbook Accreditation* is expecte by m September. A revised *Guide to Self St* will be published later.

ACCREDITATION NOTES
3402 Mendocino Ave.
Santa Rosa, CA 95403

PUBLICATION INFORMATION

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GEORGE R. BOGGS
Palomar College
JOHN T. CRUZ
Guam Community College
CARMEN MALDONADO DECKER
Cypress College
J. ROBERT EVANS
Kelsey-Jenney College
JAMES FONTANA
Santa Rita Union School District
JACK HERNANDEZ
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Accreditation NOTES

NEWSLETTER OF THE ACCREDITING COMMISSION FOR COMMUNITY & JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

ACCJC Policy Changes Will Impact Colleges

The Accrediting Commission for Community and Junior Colleges (ACCJC) made a number of policy changes at its January 1997 meeting, as part of its ongoing review of Commission policy and practice.

Several of these changes are minor editorial adjustments. Others, however, impact colleges and require comment from member institutions.

In the latter category is the conflict of interest policy which has been revised to state explicit expectations for Commissioners, evaluators, consultants, and staff. The text of the draft policy is being circulated with the Annual Report letter which should be received by each campus by early March.

A second policy with direct consequence is the requirement for institutions to add the Commission address and telephone number to the statement of institutional accreditation that is included in all college catalogs. This information is now required under federal recognition regulations. Chief executive officers and public information officers have already been notified.

Executive Director David Wolf noted that "the Commission has a detailed procedure for handling complaints from students and the public, but our jurisdiction is limited to accreditation standards. For example, grade disputes or individual personnel grievances would not be matters which we would address."

However, as a result of the new catalog requirement, "the Commission anticipates a significant increase in complaint traffic and resulting staff time," he said.

In other action, the Commission adopted a Glossary of Commission Actions, Definitions and Usage to guide evaluation teams as they consider their confidential recommendation.

The Glossary clarifies the meaning of each range of actions available to teams, the circumstances under which it should be used, the time frame within which an institution should address the issues, and the consequences of each action for the institution.

The Commission will also use this Glossary in making its determination of the institution's accredited status.

Team members attending the January training workshops and team chairs for Spring 1997 visits have received copies.

The Glossary will be incorporated into the *Guide to Self Study* currently in the process of revision. Publication is expected by late summer.

According to Wolf, "this revised Guide will also, among other things, provide materials that will assist member institutions in meeting the Commission's desire for enhanced assessment data."

A Reminder

The ACCJC offices have moved to Santa Rosa. The new address is 3402 Mendocino Ave, Santa Rosa, CA 95403. The new phone number is 707 569-9177. The fax number is 707 569-9179.

Electronic Capabilities Studied

The move of the ACCJC offices to Santa Rosa in August prompted an evaluation of electronic needs and capabilities. This assessment resulted in a plan to upgrade computer, fax, telecommunications, and photo copying capabilities.

During this review, many questions arose with regard to the future use of electronic communications in accreditation processes. New uses of technology are already being instituted. The Commission is currently receiving requests from member colleges for copies of the *1996 Handbook of Accreditation and Policy Manual* on floppy disk. The three commissions of WASC (Western Association of Schools and Colleges) are in the process of creating a web page. The Commission is required by federal law to keep certain self studies and other documents in storage in perpetuity, and permission was recently received to retain these records in electronic form.

ACCJC Executive Director David Wolf noted that in some cases there might be more convenient communication between the Commission and member institutions if that discourse used existing and expected technology.

To address these matters and others that may emerge, ACCJC Chair Constance Carroll appointed an Ad Hoc Committee on Telecommunications and Electronic Data Storage. Headed by Commissioner Celina Sau Lin Ing, the Committee will begin its work immediately and report periodically with both

Continued on page 2

ACCJC Is 'Accredited'

See page 3

New Commissioners Appointed

The ACCJC meeting of January 13 and 14 was the occasion to welcome two well-recognized community college experts to the Commission.

Wallace Albertson joins ACCJC as a public member. She brings unusual experience in higher education, having served as a trustee for the Los Angeles Community College District from 1977 to 1989. She also served as a trustee of the California State University from 1978 to 1986. Albertson has served on numerous boards of organizations associated with higher education, and, of late, has been emphasizing her interests in the arts.

JUDY WALTERS

WALLACE ALBERTSON

Vice Chancellor for Policy Development and Management Information Systems **Judy Walters** has been appointed by Tom Nussbuam, Chancellor of the California Community Colleges, to represent his office on the Commission. In addition to her extensive experience in the policy arena in the California Chancellor's Office, she has held teaching and administrative positions in California community colleges from San Diego to Eureka. Walters replaces Ernie Leach who served on the Commission since 1992.

Commissioners are appointed for three-year renewable terms.

Commission Probes Issues At Retreat

Every few years, as significant substantive issues have arisen, the Commission has met in special retreat to give these issues extended discussion not possible in the business meetings held twice a year.

The ACCJC conducted such a retreat in San Diego March 3 and 4. One of the major issues addressed was public disclosure. The Commission considered a variety of concepts that would be responsive to a national call for greater public awareness of accreditation and enhanced access by the public to information generated as part of accreditation processes.

Distance education was another issue examined. The group reviewed emerging technology, various aspects of quality assurance that pertain specifically to distance education, and attempts by a national panel of accreditors to develop a set of guidelines to be used when reviewing distance education programs.

The group was also addressed by Dr. Larry Braskamp, Executive Director of the Council for Higher Education Accreditation (CHEA—see article by David Wolf on page 3) regarding the emerging organizing details of his organization and the initial goals that it will be pursuing.

A final session of the retreat focussed on ACCJC long range planning and the identification of substantive priorities for the coming decade.

ACCJC adopted revised Standards of Accreditation in June. These standards are included in the new edition of the *Handbook of Accreditation*. To obtain a copy of the handbook, call the ACCJC office.

New Staff Members For ACCJC

Change is in the air everywhere, and the Commission staff is no exception. With the relocation of the office to Santa Rosa, the Commission sought and found two outstanding individuals to support its work.

Barbara Dunham, Administrative Assistant, comes to the staff with many years of experience as office manager for a group of certified public accountants in Santa Rosa. She is also a former English teacher, and our first line of defense against errant commas and misplaced modifiers. Barbara will manage the Commission office, handle all financial matters (including expense reimbursement reports), coordinate relations with Commissioners, and provide support at Commission meetings. Barbara replaces former Administrative Assistant Sue Lunquist who retired from the Commission this summer.

Thomas Lane, Administrative Support, brings special talents as a data base manager and computer expert, most recently in the Santa Rosa hospice organization. He has coordinated the acquisition of new hardware and software and will lead us into a network configuration in the next year.

He has assumed the rather formidable task for teaching the Executive Director and Associate Director how to use these new systems effectively. In addition to managing the evaluation team data base, Tom coordinates the handling of complaints and public inquiries.

Electronic Capabilities Studied

Continued from page 1

recommendations for ACCJC policy and practical applications. Other members of the committee are Commissioners Judy Walters, James Fontana and J. Robert Evans, Ernest Leach of the League for Innovation in Community Colleges, Bonnie Rogers of Porterville College, and Carol Rookstool of the Fashion Institute of Design and Merchandising. Thomas Lane is providing staff support.

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Earning Public Confidence is Rigorous Process

By David Wolf

Accreditation, it can be argued, is very much about confidence. Parents and students, I am learning, depend heavily on accredited status to form their opinions of colleges—their confidence in the institution is linked to its accredited status. Similarly, the institutions that receive the course work taken at community colleges through the transfer function base their confidence in that credit on accreditation processes, as do many employers, granting agencies, and, of course, the U.S. Department of Education.

In turn, the agencies responsible for the accreditation process are, in a fashion, accredited. Last August, Commissioner Carmen Maldonado Decker and I appeared before the Recognition Committee of the Council on Recognition of Postsecondary Accreditation (CORPA)—the culmination of a year-long review which involved a self study, a visit, designated readers, and an action by a representative body of expert peers. The result of this process was a full five-year renewal of ACCJC recognition. More about CORPA in a moment.

The U.S. Department of Education conducts a similar review, also on a five-year cycle. The ACCJC is now preparing the required application materials for a process that will conclude in November 1997. Some may be interested to know that the completed application package will be sent in as many as three substantial cardboard boxes; this is a thorough review relying heavily on documented evidence of compliance.

"Agencies responsible for the accreditation process are, in a fashion, accredited."

Returning to CORPA, you will recall that in 1996 the presidents of the nation's institutions of higher education voted to create the Council for Higher Education Accreditation (CHEA). This replacement for CORPA is now well advanced in its organizing phase, and will take over the recognition duties of CORPA by the end of March. CHEA will also serve as a national voice for the accreditation community, especially on matters emanating from Washington (one of the early initiatives will be representing accreditation interests during the reauthorization of the Higher Education Act, soon to be underway), and support research which advances the practice of accreditation.

All of this, while not commonly known to the public—or higher education professionals for that matter—is aimed at promoting the quality of nationally recognized agencies. No substitute has been found for this time-consuming and sometimes laborious method of earning both institutional and public confidence in accreditation.

Accreditation Commission Actions in January 1997

At its meeting on January 12 and 13, 1997, the Accrediting Commission for Community and Junior Colleges took the following institutional actions:

Reaffirmed Accreditation

Cuesta College
Laney College
Long Beach City College
Palomar College
Pasadena City College
Santa Barbara City College
Santa Rosa Junior College

Placed on Probation

American Samoa Community College

Accepted Reports of Interim Visits

College of the Sequoias
Lassen College (continued on probationary status)
Leeward Community College
Palo Verde College (continued on probationary status)

Accepted Reports of Midterm Visits

Barstow College
College of Alameda
Hartnell College
Hawaii Tokai International College
Heald Colleges
Mt. San Jacinto College
West Los Angeles College

Accepted Midterm Reports

City College of San Francisco
Coastline Community College
DeAnza College
Feather River College
Foothill College
Fresno City College
Fullerton College
Guam Community College
Kelsey-Jenney College
Kings River Community College
Lake Tahoe Community College
Modesto Junior College
Queen of the Holy Rosary
Solano Community College

Accepted Focused Midterm Reports

College of the Redwoods
Columbia College
Defense Language Institute
Los Angeles Harbor College
Shasta College
Yuba College

Received Substantive Change Report

Coastline Community College

Accepted Progress Reports

Bakersfield College
Porterville College
Compton Community College
Fashion Institute of Design and Merchandising
Irvine Valley College

Progress Report Not Accepted

San Joaquin Valley College

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EVALUATION SCHEDULES FOR 1997-1998

The following institutions will receive comprehensive evaluations in 1997-1998. Under the current U.S. Department of Education regulations (602.27 (d)), ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the Executive Director, ACCJC, 3402 Mendocino Avenue, Santa Rosa, CA 95403.

Alan Hancock College

Brooks College

Chaffey College

Citrus College

College of Micronesia-FSM

College of Oceaneering

College of Siskiyous

D-Q University

Evergreen Valley College

Glendale Community College

Golden West College

Mira Costa College

Moorpark College

Monterey Peninsula College

Napa Valley College

Palau Community College

Sacramento City College

San Diego City College

San Diego Mesa College

San Diego Miramar College

San Francisco College of Mortuary Science

San Jose City College

Santa Monica College

ACCJC CREATES ASSISTANT DIRECTOR POSITION

At its recent meeting, the Commission approved creation of a new position, that of Assistant Director.

The person appointed to this position will work closely with Executive Director David Wolf and Associate Director Judith Watkins and will be responsible for institutional relations, team and self study support, publications and technical development, public information and assisting in the support of Commission meetings.

The position is to be filled by approximately July 1, 1997. The Commission seeks nominations of, and applications from, candidates with professional familiarity with community colleges and excellent written and verbal communications. For further information, please contact the ACCJC office, 707 569-9177.

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

DARLENE PACHECO

Pacheco Named to New Post

Dr. A. Darlene Pacheco has been confirmed by the Accrediting Commission for Community and Junior Colleges (ACCJC) to the newly created position of Assistant Director. This action in June capped a national search that drew a broad range of candidates from throughout the country.

Darlene was most recently Vice President for Instruction at Moorpark College, and has had a long and rich career as an elementary school teacher, faculty member, instructional dean, and acting president. She has chaired or co-chaired three institutional self studies, served on five accrediting teams and been active in many professional groups.

Darlene assumed her duties on July 14 in the Santa Rosa office, working with Executive Director David Wolf and Associate Executive Director Judith Watkins. She will be responsible for institutional relations, team and self study support, publications and technical development, public information and assisting in the support of Commission meetings.

Policy Issues Dominate ACCJC June Meeting

The Commission, at its June meeting, devoted much attention to policy issues. After circulation among member institutions for comment, several policies were adopted, including a set of technical adjustments that bring the ACCJC into compliance with U.S. Department of Education regulations. Important among these was updated Conflict of Interest statement for those associated with the ACCJC.

Another new policy is the requirement that accredited institutions include the name, address and telephone number of the Commission in appropriate publications. For more information on these matters please call the Commission office.

Two new policies were heard which will be circulated to members for comment. One sets a fiscal reserve minimum at 30% of the ACCJC annual operating budget, and the other would expand the size of the Commission to 19 with the addition of two more public members.

Some topics for future policy formulation were confirmed. These include distance education, public disclosure, Commission by-laws, multi-campus districts, technology, and international education.

How Much Should The Public Know?
See page 3

An *Ad Hoc* Committee on Policy, chaired by Barbara Beno, was established to help set the policy agenda. Commissioners Wallace Albertson, Leon Baradat and Constance Carroll (*ex officio*) complete the committee; Judith Watkins will provide staff support.

Assessment Institutes Planned

The recently released *Handbook of Accreditation* includes a new set of accreditation standards with an enhanced emphasis on assessment and educational outcomes.

To assist member institutions to become familiar with the latest on assessment issues and procedures, two Institutes are being planned for 1997-98.

The first is scheduled for October 1-3 at Santa Ana College, and the second will take place February 25-27 at Napa Valley College. Internationally recognized experts from the Center for the Study of Higher Education of the Pennsylvania State University will lead the Institutes.

This activity has received essential support from the Chancellor's Office of the California Community Colleges, and the Chancellor for Community Colleges, University of Hawaii.

Member institutions are strongly encouraged to participate, especially those who are initiating self studies. Call the Commission for details.

New Commissioners Join ACCJC

Four new commissioners and one continuing commissioner have been appointed by ACCJC.

Ernest "Chuck" Ayala joins the Commission as a public member. He brings with him a distinguished background in community affairs in a variety of organizations in the San Francisco area. Chuck has had close ties with the community college movement over an extended period. He served as a Trustee of the San Francisco Community College District for seventeen years, twice as Board President.

Sally Flotho will serve as a faculty member. She is a librarian at Golden West College and has served on the board of the college Foundation. In addition to being active in the Academic Senate for California Community Colleges, Sally has been a leader of the self study and related accreditation activities on her campus, and has served on a number of ACCJC accreditation teams.

Dr. Margaret Hartman joins the Commission as the representative of the WASC Accrediting Commission for Senior Colleges and Universities. Her career has focused on California State University, Los Angles, where she began her work as a faculty member in biology, has held a variety of administrative and special positions, and now serves as Provost and Vice President for Academic Affairs.

Dr. Joyce Tsunoda is now representing the President of the University of Hawaii on the Commission. Joyce is Chancellor of Community Colleges and Senior Vice Chancellor, University of Hawaii. Her experience in higher education accreditation is extensive at the institutional level, as an evaluator and team chair, and as a commissioner—she just completed service on the Commission on Colleges of the Northwest Association of Schools and Colleges.

Dr. Celina Sau Lin Ing, Professor of Computer Information Science at Sacramento City College, was appointed to a second three-year term. Celina will continue in her general capacity as a faculty member and, among a number of special roles, will continue as chair of the *Ad Hoc* Committee on Telecommunications and Electronic Data Storage.

Commissioners leaving the ACCJC after completing maximum terms of service are Dr. Diana Lockard, distinguished trustee from Citrus College; Dr. Carmen Maldonado Decker, faculty member from Fullerton College and former Commission Chair; Dr. J. Leonard Salazar, Associate Vice President for Academic Affairs at California State University, Fresno; and David Iha, Provost, Kauai Community College. The Commission honored these outstanding members in recent ceremonies.

ERNEST C. AYALA

SALLY FLOTHO

JOYCE TSUNODA

MARGARET HARTMAN

Evaluation Schedule for 1997-98

The following institutions will receive comprehensive evaluations in 1997-98. Under the current US Department of Education regulations (602.27 (d)), ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the Executive Director, ACCJC, 3402 Mendocino Avenue, Santa Rosa, CA 95403, (707) 569-9177.

Allan Hancock College
Brooks College
Chaffey College
Citrus College
College of Micronesia-FSM
College of Oceaneering
College of the Siskiyous
D-Q University
Evergreen Valley College
Glendale Community College
Golden West College
Mira Costa College
Monterey Peninsula College
Moorpark College
Napa Valley College
Palau Community College
Sacramento City College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Francisco College of Mortuary Science
San Jose City College
Santa Monica College

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The Public's Right To Know

By Constance M. Carroll, Ph.D.
President, San Diego Mesa College
Chair, Accrediting Commission for Community and Junior Colleges

Both the institutions accredited by ACCJC and the Commission itself are used to interacting with a variety of publics. Matriculating students, potential students, state and county agencies, the federal government, four-year colleges and universities, employers, private industry councils, professional organizations, and a host of special interest groups all have some stake in our two-year colleges. They also have a stake in the accredited status of these institutions.

Community colleges comfortably respond to these groups with a ready arsenal of strategies for addressing their interests and needs. Grade challenge procedures, student grievance forms, admissions forms, campus crime statistics, promotional documents, catalogs, articulation agreements, and reams of reports are the basic tools utilized for interacting with and for disclosing institutional information to these familiar publics.

Accreditation information, however, has been viewed as somehow different, in effect, private. Whereas accreditation self studies and team reports have always been broadly disseminated within colleges, they have not been distributed to external bodies. While the accredited status of the institution is widely advertised, often with the proud and redundant adverb "fully," the actual accreditation studies and reports have been considered to be the "property" of the college. This assumption is no longer valid in the new era of public disclosure and public accountability.

With the advent of the Council for Higher Education Accreditation (CHEA), all regional accrediting associations are challenged to make the unique, self-regulating system of peer review both less mysterious and more credible to the broader public, while at the same time protecting this wonderful system from political intrusion and public interference. In other words, a delicate balance needs to be found between disclosure and discretion.

The Accrediting Commission for Community and Junior Colleges is approaching this issue in three ways. First, ACCJC is increasing its number of public commissioners, *i.e.*, individuals who are not employed by or affiliated with the governance structure of educational institutions. The Commission has already benefited from the perspectives of its public members and looks forward to their greater representation.

Second, all institutions in the region have been notified to include the ACCJC address and telephone number in their major public publications.

Third and most important, ACCJC will soon begin a discussion with its membership on the subject of public disclosure. Some of the following questions will be explored: How should the public be informed of an accreditation action? Should the public have full, limited or no access to accreditation self studies or team reports? How should potential students be informed of a negative accreditation action or sanction? What responsibilities should institutions, team chairs, and ACCJC assume for public notification? Finally, there is the overarching question: How best can the public's right to know be addressed in a manner that does not subject reputable institutions to negative press or other problems that too often follow public disclosure?

ACCJC invites its member institutions and constituencies to reflect on these issues, and to participate fully in the discussion that will soon take place. With broad participation and wise counsel, this latest, public accountability challenge can be addressed in a responsible manner that further strengthens the overall process of accreditation.

Institutional Actions Taken

The ACCJC met June 9-10, 1997 in San Francisco. Actions taken were:

REAFFIRMED ACCREDITATION

American Academy of Dramatic Arts West
Butte College
Chabot College
College of the Canyons
College of the Marshall Islands
Cosumnes River College
East Los Angeles College
Las Positas College
Los Angeles City College
Los Angeles Trade-Technical College
Merritt College
San Bernardino Valley College
Southwestern College
Taft College
Vista College

ACCEPTED INTERIM REPORTS

Mission College

ACCEPTED MIDTERM REPORT AND REAFFIRMED ACCREDITATION

Los Angeles Pierce College

ACCEPTED PROGRESS REPORTS

Coastline Community College
Don Bosco Technical Institute
Fashion Institute of Design and Merchandising
Saddleback College
San Joaquin Valley College
Solano Community College

PROGRESS REPORT NOT ACCEPTED

Irvine Valley College

ACCEPTED PROGRESS REPORTS WITH VISIT

American Samoa Community College (probation continued)
Compton Community College
Lassen College (probation removed)
Palo Verde College (probation continued)
West Valley College

ACCEPTED ELIGIBILITY REVIEWS

Santiago Canyon College
MTI-Western Business College

APPROVED SUBSTANTIVE CHANGE REPORTS

Cabrillo College
Cuesta College
Rancho Santiago Community College
Santa Monica College
Sierra College, Western Nevada County Campus

SUBSTANTIVE CHANGE NOT APPROVED

Sierra College, Partnering with Proprietary School

Workshops Planned

Attendance at Commission workshops is required for all Team Chairs and new team members. Experienced team members are encouraged to attend. Self study workshops for colleges preparing self studies for visits in 1998-99 and fall of 1999 will include sample self studies and presentations by colleges who have completed self studies.

Date	Workshop	Location
8/22/97	Team Chairs	SFO Westin Hotel
9/17/97	Self Study North	College of Alameda, Alameda
9/19/97	Teams North	Mission College, Santa Clara
9/25/97	Teams South	Chaffey College, Rancho Cucamonga
9/26/97	Self Study South	Victor Valley College, Victorville
12/3/98	Teams North	Merritt College, Oakland
1/30/98	Teams South	MiraCosta College, Oceanside

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SUMMARY OF COMMISSION ACTIONS 1992-93 THROUGH JUNE, 1997

Action	1992-93	1993-94	1994-95	1995-96	1996-97
Applicant	3	0	4 (denied)	1 (denied)	2
Candidacy	0	1	0	0	0
Initial Accred.	0	1	2	0	0
Reaffirm	2	6	9	5	8
Reaffirm w/report	11	6	4	7	7
Reaffirm w/report & visit	3	6	12	10	4
Deferral[1]	2	1	3	1	0
Warning[1]	2	2	2	3	3
Probation[2]	1	4	3	6	5
Show cause[2,3]	0	1	0	0	0
Termination[2,3]	0	1	0	0	0
Withdrawal /Closure/ Transfer	1	0	0	1	0
Substantive Change	7	4	4	9	6 (1 denied)
Progress Reports [4]	19 (1 denied)	13	17	8	9 (1 denied)

[1] Deferrals & warnings are private negative actions followed by reports and visits
[2] Public negative actions followed by reports and visits
[3] Public negative action subject to ACCJC and WASC appeal process
[4] Follow-up resulting from prior Commission action

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SALLY FLOTHO
GOLDEN WEST COLLEGE
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Santa Rosa, CA 95403

Accreditation NOTES

NEWSLETTER OF THE ACCREDITING COMMISSION FOR COMMUNITY & JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

COUNCIL FOR HIGHER EDUCATION ACCREDITATION SETS PRIORITIES

In August 1997, **Judith S. Eaton** took office as the first president of the Council for Higher Education Accreditation (CHEA). Dr. Eaton brings to this role a background of experience in higher education institutions (including community colleges), associations, and in the Washington, D.C. environment. In a recent conversation with ACCJC staff she noted, "I am most pleased to serve as CHEA's president and to work with the nation's premiere accrediting agencies, including the ACCJC. I am anxious to help address the list of important matters confronting the accreditation community at the national level." While CHEA is systematically approaching these matters, one particular concern cannot wait: CHEA positions on accreditation matters contained in the Higher Education Act, currently under reauthorization hearings before the U.S. Congress. Thus, Dr. Eaton has been swift to focus on these matters, and urged that the CHEA priorities for the reauthorization process be shared widely. They are as follows:

1. Clarify the limitations of the federal government's regulatory authority over academic matters and reaffirm the role of accreditation in quality assurance for higher education.
2. Eliminate State Postsecondary Review Entity program (SPRE) language.
3. Distinguish and reaffirm the respective roles of the federal government (fiscal oversight), accreditation (quality assurance and improvement), and states (consumer protection) in ensuring educational, financial, and administrative integrity in student aid program.

Additional language change to:

4. Eliminate duplicate reporting between the higher education community and federal government for Title IV.
5. Clarify that new instructional sites of existing programs are not "branch campuses."
6. Eliminate mandatory site visit requirements for accreditors for program changes (visits within six months) and vocational programs (unannounced visitors).
7. Affirm that public and private college trustees may participate as representatives of the public in accrediting associations.
8. Change the language of USDE regulatory authority to "recognize" rather that "approve" the content of accreditation standards.

ACCJC offers congratulations to Dr. Eaton on her appointment and welcomes her to the accreditation community. Dr. Eaton will join ACCJC at its January meeting. ■

WHAT'S NEW AT ACCJC

The end of summer found ACCJC staff completing revisions of documents for member use. The new documents reflect current changes in the Standards of Accreditation and changes in Commission policies. Newly minted editions of The Guide to Institutional Self Study and Reports to the Commission, and The Evaluators Handbook are available for institutional use this Fall. They are companions to the 1996 Edition of the Handbook of Accreditation and Policy Manual.

Also available this Fall is a new training video for team evaluators. The video was produced by **Harry Ratnor** from Coastline College.

Attendees at the September training sessions remarked most favorably about this new training aid. ■

ASSESSMENT INSTITUTES

See Page 2

RESULTS OF SURVEY ON DISTANCE EDUCATION

A brief survey was attached to the Annual report sent to member institutions this year. This effort was designed to assess the current "state of the art" in distance education in the region. Colleges were asked to respond to a series of questions regarding their practices in distance education. In particular, they were asked to identify what forms of delivery the institution utilized, what kind of connectivity was currently in use, how long the college had been conducting distance education, and what courses or programs were being offered in the distance mode. Colleges were also asked to identify specific courses being conducted in their distance education effort.

In most institutions, the office of instruction or some other instructional unit bears the responsibility for the distance education program, with the array of disciplines involved being quite broad.

Results indicate that public institutions are involved in distance education to a far greater degree than private schools and that there is heavy emphasis on television as a medium, particularly using local cable services. Colleges involved in Internet activity appear to be proceeding on a course by course basis. The earliest Internet classes are less than two years old and enrollments in these classes are not markedly different from on-campus courses.

This survey appears to reveal an enormous gap between the rhetoric and the reality of practice in distance education. What is clear is that more and more institutions are becoming involved.

Data from the survey are available from the Commission upon request. ■

ASSESSMENT INSTITUTE HELD

Internationally recognized expert **James Ratliff** from the National Center on Postsecondary Teaching, Learning, and Assessment (The Pennsylvania State University), recently led an intensive three-day institute on student assessment hosted by Santa Anna College and sponsored by ACCJC, the California Community College Chancellor's Office, the University of Hawaii, the RP Group, Rancho Santiago Community College District, and Napa Valley College. Dr. Ratliff and his staff led the approximately 96 attendees, most them members of 25 campus teams, through the processes of student assessment as a response to the growing emphasis on learning productivity. Activities each day focused on ten steps in developing an assessment plan and the who, why, what and when of assessment. Daily activities encouraged colleges to determine who their audience is as they conduct assessment and to make the entire campus community part of the activity. Those in attendance reported that the Institute had helped them to define assessment activities and provided a structure for such activities on campus.

A second Institute will be held at Napa Valley College on March 4-6, 1998. Colleges are encouraged to send a team to this valuable experience. The fee for each registrant is $50; the registration fee covers the cost of instruction, supplemental materials, lunches, and break refreshments. To register for the March Institute contact **Julie Slark** at -714-564-6460, Santa Anna College. ■

TRUSTEES AND REGIONAL INSTITUTIONAL ACCREDITATION

By
Judith Watkins

Regional accreditation is the private, non-governmental system of quality assurance to the public and means of institutional improvement for participating colleges. To accomplish that mission, each college assesses itself against standards of good practice in higher education, undergoes an evaluation and recommendations by an external peer review team, receives a determination of its accredited status from Accrediting Commission for Community and Junior Colleges, and engages in follow-up on the recommendations from the team, the Commission, and the institutional self study.

The accreditation process requires the participation of all segments of the institution. Trustees need to be appropriately involved throughout the process. Historically, however, many trustees have indicated that they are unsure of where and how to participate. There are three critical arenas in which trustees can, and should, play an active role.

The institutional self study is an eighteen-month to two year process. Each college organizes itself for the study as it sees fit, but most use committees related to the ten accreditation standards. It is entirely appropriate for trustees to volunteer to serve on committees and not just for the governance and administration committee! During

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the self study period, progress reports should be made. Trustees might ask that they be put on the board agenda. Policies may need review and revision for the institution to document that it meets or exceeds the standards. Finally, the board chairperson will be asked to sign a certification of eligibility, to certify that the self study accurately reflects the condition of the institution, and attest that there was widespread participation in its preparation.

At the time of the evaluation team visit, team members meet with trustees, and if possible, observe a board meeting. After the team visit and the Commission decision about the college's accredited status, trustees continue to be involved by maintaining interest in the institutional recommendations or follow-up which may be required.

Periodically, the Commission reviews its standards of accreditation and issues a new handbook. The chair of the board of trustees receives an invitation for the board to offer suggestions. Drafts of revised standards are also circulated for review. In California, the CCCT selects representatives to serve on the Commission Selection Committee to screen applicants and name Commission members. CCCT has also produced a Resource Guide for Boards of Trustees to address two standards: Board ethics statements and chief executive officer evaluation.

ACCJC is the only regional accrediting body which has a trustee on each evaluation team. The Commission believes that trustee involvement on teams affords a personal and professional opportunity to trustees which is not available in any other setting, and the contribution to the institution being evaluated is immense. Trustees willing to volunteer their time and expertise are always welcome to apply to be part of the evaluator pool. ■

WESTERN GOVERNORS UNIVERSITY

Activity surrounding the Western Governors University (WGU) proposal continues to generate considerable interest throughout the country. WGU, which represents a very different approach to higher education, currently has the commitment of 15 states plus Guam. An InterRegional Accrediting Committee (IRAC) has been created by the four involved Commissions (ACCJC, Western Senior College, North Central, and Northwest) as part of the general discussion on the relationship between WGU and the regional accrediting community. ACCJC is represented on IRAC by Commissioners **Leon Baradat**, **George Boggs**, and **Joyce Tsunoda**. Executive Director **David Wolf** and other regional directors also participate.

The first meeting of IRAC, held in Salt Lake City on July 21-22, resulted in agreement on Eligibility Requirements and the decision to provide WGU with the committee's concerns and comments organized around the Eligibility Requirements. A subcommittee was formed to explore appropriate accreditation standards and to draft a process that would take WGU through candidacy.

The next meeting of IRAC is set for December 2-3 in San Francisco; the subcommittee working on draft standards and processes for WGU's accreditation will meet on November 3 in San Francisco. Commissioner **Leon Baradat** is the ACCJC representative on this subcommittee. ■

RENEWAL OF RECOGNITION

The United States Department of Education (DOE) recently responded to ACCJC's *Petition for Continued Recognition*, a petition required for renewal of recognition as a nationally recognized accrediting agency for the accreditation and preaccreditation ("Candidate for Accreditation") of community and junior colleges in the locations traditionally overseen by ACCJC. The petition, written to demonstrate ACCJC compliance with DOE regulations on accrediting agencies, had been prepared by staff and presented to the Education Department in April.

Staff have developed clarifying statements to be presented to the DOE. On November 20, 1997 Commission Chair **Constance Carroll**, Executive Director **David Wolf**, and Associate Executive Director **Judith Watkins** will appear before the National Advisory Committee on Institutional Quality and Integrity in Washington, D.C. This committee will then make a recommendation regarding continued recognition to the Secretary of Education. ■

ACCJC JANUARY MEETING

Commissioners and staff will gather for the annual January meeting in Kauai, Hawaii. The meeting is being hosted by the Hawaii colleges. The agenda will include actions to be taken on the team reports submitted after site visits conducted to member institutions in October and November, as well actions to be taken on institutional Midterm and Interim Reports.

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Accreditation

JANUARY 1998

NOTES

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

ACCJC POLICY CHANGES

As part of its ongoing review of Commission policy and practice, the Accrediting Commission for Community and Junior Colleges made a number of policy changes at its January 1998 meeting.

Included in Commission actions was one change in the ACCJC Constitution increasing the number of Commissioners to nineteen from the current seventeen, and another insuring that ACCJC appointments to WASC Senior College and Schools Commissions be familiar with ACCJC policies, procedure, and operations. The two new members will both represent the public.

The policy on Fiscal Reserves was modified to set as a floor a minimum reserve of 30% of the annual operating budget to provide appropriate protection against legal actions.

The policy on Relations with Accrediting Agencies was altered to include a statement guaranteeing that ACCJC renewal of accreditation or preaccreditation of an institution subject to adverse action by any other recognized accrediting agency will not occur. This change allows for contingencies. ACCJC policy on Relations with Government Agencies was changed to incorporate language recommended during the recent U.S. Department of Education review of ACCJC as a recognized accrediting body. The language addresses the direct informing of the Secretary of Education concerning specific ACCJC activities regarding member institutions.

In other actions, the Commission gave first reading to personnel policies and reviewed a proposal on commission by-laws.

The Commission also dealt with modifications in policy designed to address issues raised by the recent United States Department of Education review. The review, aimed at promoting the quality of nationally recognized agencies, resulted in some adjustments to language in current policy. These adjustments put ACCJC in compliance with USDE regulations.

Lastly, the Commission adopted policy that limits use of the Commission logo to member institutions.

CHEA President Eaton updates Commission
See page 2

ACCJC JUNE 1998 MEETING

The June 1998 Commission meeting in San Francisco will be a three-day meeting, permitting Commissioners and staff to use one day as a retreat. The purpose of this retreat is to give attention to emerging issues in accreditation.

The Commission will have a two-day retreat in March 1999 for the same purpose. According to **Executive Director David Wolf**, "A prior retreat in March 1997 produced a five-year policy planning calendar to guide commission deliberations on such policies as fiscal reserves and public disclosure."

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CHEA President Addresses Commission

Dr. Judith Eaton, first President of the Commission on Higher Education Accreditation, addressed the January 1998 meeting of ACCJC regarding CHEA policy and activities.

Characterizing CHEA as a "serious, authoritative national public voice for accreditation", Dr. Eaton stressed the value of voluntary accreditation and asserted her intent to provide a continued presence in Washington, particularly with the Department of Education.

Dr. Eaton regards distance education as the most important issue facing accrediting agencies and noted that a conference on quality assurance and distance education will be held in Phoenix early in February. According to Dr. Eaton, distance education as represented by the Western Governors University is now "framing all the issues in voluntary accreditation."

Stating that the primary business of accreditation is academic excellence, Dr. Eaton emphasized that CHEA is not interested in national standards for higher education nor in the dismantling of regional accrediting bodies; it is not interested in control. Rather the interest lies in supporting voluntary accreditation and quality in higher education. Dr. Eaton also stressed the importance of keeping legislators aware of the issues in accreditation .

Judith Eaton

On another note, Dr. Eaton reported that CHEA is developing policy on the recognition of accrediting bodies. It is hoped that this work will be completed in the Spring so that the work of recognizing agencies can begin in July.

Dr. Eaton expressed great pleasure at the opportunity to work with the accrediting community.

Recognition Renewal For ACCJC

The USDOE was granted ACCJC a five year renewal of recognition as an accrediting agency---the maximum possible under USDOE regulations.

Executive Director David Wolf expressed great delight at the renewal noting, "This project took more time and energy than any other project undertaken this year. Getting a five year renewal is a wonderful endorsement of the work of the Commission."

Review of Legal Issues

Robert Henry, General Counsel, School and College Legal Services, reviewed legal issues in accreditation with the Commission. He spoke of recent court cases dealing with such issues as anti-trust suits, the legal effects of Commission adverse action decisions in institutional accreditation, and immunity from liability for Commissioners. Mr. Henry also discussed with Commissioners the hows and whys of maintaining records of institutional accreditation activity.

Planning Resource Guide

Julie Slark, of the RP Group reports that in collaboration with ACCJC and other professional organizations they have developed a Planning Resource Guide designed specifically for community colleges. The guide includes strategies for linking planning and budgeting, linking planning and research, and linking a variety of plans. It includes examples. Copies can be ordered from Dr. Julie Slark's office (phone 714-564-6460) for $15 each. (Make checks payable to the RP Group.)

If you want to contribute exemplary planning strategies to the second edition of the planning guide, please let Julie know. Julie also reminds the colleges that the second **NCTLA ASSESSMENT INSTITUTE** is to be held in **Napa Valley** in **March**. Information regarding the Institute is available from Julie's office, ACCJC, the California Community College Chancellor's Office, the University of Hawaii Chancellor's office, or the office of the President at your college.

Accrediting Commission Actions in January 1998

At its meeting on January 8 and 9, 1998, the Accrediting Commission for Community and Junior Colleges took the following institutional actions:

Reaffirmed Accreditation

Citrus College
College of Oceaneering
College of the Siskiyous
Moorpark College
Napa Valley College
Sacramento City College

Placed on Probation

D-Q University
San Francisco College of Mortuary Science

Continued on Probation

Palo Verde College
American Samoa Community College

Accepted Midterm Reports

American River College
Bakersfield College
Cabrillo College
Cerro Coso College
College of the Sequoias
Los Angeles Southwest College
Marymount College
Porterville College
Riverside Community College
Sierra College
Kapiolani Community College
Kauai Community College
Leeward Community College
Maui Community College
Windward Community College

Midterm Report Not Accepted

Honolulu Community College

Accepted Focused Midterm Report With Visit

Cañada College
Gavilan College
Hawaii Community College
Imperial Valley College
Los Angeles Mission College
Los Angeles Valley College
San Joaquin Valley College
Santa Ana College
Skyline College

Accepted Focused Midterm Report

College of San Mateo
Los Angeles Medical Center School of Nursing

Accepted Progress Report with Visit

Hartnell College
Palo Verde College
Rio Hondo College

Accepted Progress Report

American Samoa Community College
Coastline Community College
Defense Language Institute
Heald Colleges
Lassen College
Los Angeles Harbor College

Progress Report Not Accepted

Irvine Valley College

Approved Substantive Change Report

Coastline Community College
Defense Language Institute (partial approval)
Heald Colleges
Kings River Community College

Task Force on Multi-college Districts

In its continuing effort to assist member institutions with the development of good practices, the Commission has become concerned about the adequacy of its practices and policies regarding multi-college districts. Accordingly, the Commission has charged **Executive Director David Wolf** with creating a task force on multi-college districts. Appointments to the task force will be made very soon.

New Commissioners Welcomed

Three new Commissioners attended their first official Commission meeting. They include Mr. Chuck Ayala, a public member; Dr. Margaret Hartman, CSU-Los Angeles Provost, representing WASC Senior College Commission; and Ms. Sally Flotho, a librarian at Golden West College.

Western Governors University

As a standing item, the Commission heard a report on the InterRegional Accrediting Committee (IRAC). This cross-regional committee continues to meet to review the myriad of accrediting issues about this distance education effort. WGU membership now includes 16 and Guam. No action was required of the Commission at this time.

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EVALUATION SCHEDULES FOR 1997-1998

The institutions listed below will receive comprehensive evaluations in Spring 1998. Under current U.S. Department of Education regulations (602.27d), ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the Executive Director, ACCJC, 3402 Mendocino Avenue, Santa Rosa, CA 95403.

Alan Hancock College
Brooks College
Chaffey College
College of Micronesia-FM
Evergreen Valley College
Glendale Community College
Golden West College
MiraCosta College
Monterey Peninsula College
Palau Community College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Jose City College
Santa Monica College

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Accreditation

April 1998

NOTES

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of School and Colleges

ACCJC Hawaii and Pacific Member Colleges

ACCJC accredits more than community and junior colleges in California. It accredits member colleges in American Samoa, Guam, Hawaii, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. These colleges include in their number two private colleges and 13 public community colleges of which six are Land Grant Colleges.

American Samoa Community College is located in a valley west of Pago Pago on Tutuila, the largest of American Samoa's seven islands. Internet has only recently arrived in American Samoa and the college has been quick to make use of it.

Guam Community College serves a multi-ethnic community and has been designated an institutional member of Servicemembers Opportunity Colleges, providing educational services to members of the military community throughout the world. The college was recently hit by one of the most devastating typhoons ever, but missed essentially no days of service to students.

Northern Marianas College is located on the island of Saipan, capital of the Commonwealth of the Northern Mariana Islands, an archipelago of 14 islands. The college has small facilities on the islands of Tinian and Rota. A full range of courses is offered on Saipan; Adult Basic Education and selected academic courses are offered on Tinian and Rota Islands, partly through interactive television.

College of Micronesia-FSM, the national college of the Federated States of Micronesia, is located on Pohnpei Island. It serves an area of about two million square miles of the western Pacific Ocean. Students come to COM-FSM with bilingual or trilingual backgrounds representing eight different Micronesian languages. The effect of El Niño here has been to cause a drought, bringing a serious water crisis to the area.

College of the Marshall Islands is the postsecondary institution for the Republic of the Marshall Islands. It serves students from within the Micronesian region and is located in Uliga on Majuro Atoll. The college offers classes at a satellite campus located on Kwajalein Atoll. Both two-year and three-year programs are offered.

ACCJC Executive Director comments on Quality Assurance
See page 3

Palau Community College is located in Koror, Palau, about 800 miles southwest of Guam, making it the most distant and remote member of the U.S. family of colleges and universities. The college is strong in vocational education.

The seven **Community Colleges of Hawaii** are found on the islands of Hawaii, Kauai, Maui, and Oahu. These colleges are all part of the University of Hawaii — a unitary system that includes Hawaii's senior colleges.

The island of Oahu is home to Honolulu Community College, Kapi'olani Community College, Leeward Community College, and Windward Community College. Hawaii Community College, Kauai Community College, and Maui Community College are found on their respective islands. These colleges spearhead distance education for the entire system.

Hawaii Tokai International College and **Kansai Gaidai Hawaii College** are private colleges in Honolulu on the island of Oahu.

Tokai International College offers two basic programs: a two-year liberal arts program and an English as a Second Language program. The Tokai "campus" is a 19-story modern building.

Kansai Gaidai Hawaii College is located along the southern shore of the island of Oahu. Its mission is to provide an educational experience bridging East and West. The college's liberal arts degree programs feature cross-cultural experiences with an international focus, as well as language development to a student population that is 90 percent Japanese.

Commission Slots to be Filled

ACCJC recently solicited applications and nominations for the seven positions available for membership on the Commission. Included in these positions were the two new positions for public members created by the Commission earlier this year. In addition, the Commission sought to fill the vacancy for a representative from a private college created by the resignation of **J. Robert Evans** of **Kelsey-Jenney College** as well as the vacancy to be created when **John P. Bibbo,** a faculty member from **Southwestern College**, completes the allowable maximum term in June 1998.

The terms for four other current members of the Commission will end in June 1998, though they are eligible for reappointment by the Selection Committee if they apply. This special selection committee, chaired by **Wallace Albertson**, a public member of the Commission, is composed of faculty, administrators, and trustees and will review applications and nominations in late April. Appointments become effective when the Selection Committee announces its decision. Appointments are for three-year terms, renewable once.

Commissioners establish standards and procedures, oversee the system of periodic review of member institutions, and determine the accredited status of two-year public and private institutions in California, Hawaii, and the Pacific. Commissioners meet in June and January and serve without honorarium. They also participate on evaluation teams. Public members are selected from among applicants who have served as college trustees or who have a record of citizen involvement in education. An individual currently serving as a trustee is not eligible to serve as a public member.

The Self Study Planning Summary

Some member institutions have been inquiring about how to do the planning summary now required as part of the institutional self study. This is a new requirement found in the 1997 edition of the Guide to Self Study and Reports to the Commission handbook. Here are some ideas that can be useful in completing this part of the study.

The notion underlying this expectation is that, as the institution identifies plans, these forecasts of the progress it hopes to make will result in a coherent planning agenda for the future. This agenda typically reflects what the institution thinks it will do, as well as how the agenda will be included in planning processes for improving student learning and institutional effectiveness. The planning agenda is really a set of recommendations that the institution makes to itself.

The summary of these plans should be a discussion of how the institution will integrate the planning agenda into a guide for the future. Rather than being a list of the many statements of plans made under each of the Commission Standards, the summary should focus on the themes that emerge as the institution looks at what it has recommended to itself. The result should be a discussion that synthesizes the plans into clear, broad themes.

The Commission will send you a copy of a model planning summary upon request. Call or e-mail us.

PLEASE NOTE

The 1998-99 Team Chair Workshop will be held August 21,1998 at the SFO Westin Hotel.

Certification of Eligibility Requirements

Since compliance with eligibility requirements is expected to be continuous, colleges are now required to document compliance with the requirements as part of the self study preparatory to a comprehensive visit. These criteria are statements of eligibility for accreditation and are part of a college's formal application for its initial accreditation. The Commission is asking that the college review each criterion and provide evidence of compliance. Narrative regarding these 20 items can be found on pages nine through 16 of the Handbook of Accreditation and Policy Manual 1996 Edition.

Most colleges are creating a separate section in the self study for this report including the information required for each of the 20 items.

June Commission Meeting

The June Commission meeting will be held over three days June 8 through 10 in San Francisco. During the first two days, the Commission will take action on the accreditation status of colleges visited by comprehensive evaluation teams this Spring as well as on other reports and visits. A retreat will be held on the third day, permitting commissioners and staff to discuss accrediting issues. Two speakers will make presentations on current concerns in accreditation. Newly selected Commissioners may attend the meeting prior to taking official seats in July.

The Quality Wheel... Comments from ACCJC Executive Director David B. Wolf

How many times have you heard this said: "Accreditation is about quality assurance and improvement"? I fear that this utterance has become so commonplace as to lose meaning---and this would be tragic.

The key concept involved in this statement is *quality*, and as with other essential concepts in healthy societal settings, *quality* as a notion in accreditation is dynamic. Our meaning of *quality* changes to be with, and perhaps even to positively influence, the flow of greater cultural change.

Some keen observers have noted the evolution of the meaning of *quality* as it has been interpreted by the ACCJC in particular, and the American accreditation community in general. In the 1960s and 1970s the focus of quality was on institutional resources (full-time faculty, books, square feet). In the 1980s and early 1990s we added important institutional processes (hiring, evaluation, governance) to this focus. More recently, outcomes---especially learning outcomes---are receiving significant attention.

With the release of the 1996 Handbook of Accreditation and Policy Manual, this latest interpretation of *quality* has become the basis for ACCJC processes. In this first year, the additional emphasis on outcomes and their measurement has created a challenge for the 23 institutions under review and we will be providing analysis of their experience in future newsletters and other publications.

Even as the impact of these recent changes is being understood, the wheel keeps turning. Additional notions of *quality* are under discussion nationwide, and I would direct your attention in particular to a recent paper written by **Russell Edgerton** of the **Pew Charitable Trusts**. He notes three policy-maker perceptions of *quality*: 1) "Quality as making it through the pipeline," where institutions are expected to minimize student "leakage"; 2) "Quality as learning for understanding," where understanding---as opposed to knowing---is measured; and 3) "Quality as literacies for a changing society," where the emphasis is on institutional change to prepare students for life in a dynamic world.

Making our colleges better is fundamental to the improvement of lives, individually and collectively. To be better we must have new concepts of what better means. And so it is important that the *quality* wheel keep turning, providing us with new definitions and new perspectives on just what *quality* means.

The ACCJC Web Site is being up-dated this month for a new look and more information

Workshops for Academic Year 1998-1999

The dates and locations for next year's workshops have been set. There will be three self study workshops held in September 1998. All workshops will be held from 9:00 A.M. to 3:00 P.M.. The Self Study Workshop schedule is as follows:

Tuesday, September 15, 1998
at DeAnza College

Thursday, September 17, 1998
at Yuba College

Thursday, September 24, 1998
at Los Angles Harbor College

Team Training Workshops will also be held from 9:00 A.M. to 3:00 P.M.. The schedule is as follows:

Friday, September 18, 1998 at Solano College

Friday, September 25, 1998 at Cerritos College

Friday, January 22, 1999 at Skyline College

Friday, January 29, 1999 at Long Beach College

Task Force on Multi-college Districts/Systems

A task Force charged with considering accreditation issues in multi-college districts or systems met in early March. The work of this Task Force of 11 members, most of whom are chief executives in multi-college districts/systems, will be reviewed by the Commission's ad hoc Policy Committee.

At issue is a recurring concern about the relationships between colleges and their administrative central offices since it is the college which is accredited, but it is the district/system that often makes decisions having consequences for the college.

PUBLICATION INFORMATION

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Accreditation NOTES

June 1998

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

ASSESSMENT: WHAT'S IT ALL ABOUT?

Over the past decade, concern for the quality of undergraduate education has given rise to a significant national movement to assess student outcomes and institutional effectiveness. This increased interest in quality assurance has come from the federal government, state governors and legislatures, business leaders concerned with the ability of the United States to compete in the global economy, students and their families, and, most importantly, higher education leaders themselves. Leadership in higher education has recognized that public concern calls for colleges to provide evidence that their graduates have such competencies as the ability to think critically and communicate effectively, to demonstrate technical competence and computational skills, to function in culturally diverse contexts, and to engage in problem solving behavior. A concomitant debate has arisen regarding the ability of higher education to provide the public with quality assurances through regional accreditation. As ACCJC's Executive Director **David B. Wolf** has noted, "all of us associated with higher education have been subject to calls for increased accountability and more precise measurements of the accomplishments of our organizations."

New Commissioners Selected
See Page 3

Though many colleges have been quick to respond to the call for a greater focus on outcomes, many are finding that this kind of assessment is really quite unique to each institution and that it requires a shift to what has been called an institutional "culture of evidence." In recent months, two Assessment Institutes, sponsored in part by ACCJC, have been held to address the concerns of member institutions regarding the processes for developing and enhancing their ability to accrue data on institutional effectiveness and an assessment workshop was also held in the Pacific. These institutes were very well attended by teams from member institutions, providing ample evidence of the interest colleges have in creating the means for assessing institutional effectiveness.

While accreditation commissions like ACCJC have created standards and provided leadership encouraging implementation of outcome and institutional effectiveness assessment, the creation of processes for such activities has been left up to the individual institutions. The assumption has been that both the intrinsic and extrinsic why's of assessment are understood by all; it is the how of assessment that must be determined by each institution. Most experts in institutional assessment concur that it will take an institution three to four years to make an assessment program successful enough to result in substantive program changes. Clearly, then, long-term implementation of assessment activities should be the goal rather than something that is done as a quick fix to meet the demands of an external agency (such as an accrediting commission).

Commission standards have long reflected the notion that each accredited institution should continuously demonstrate accomplishment of its mission. Developing programs for assessing institutional effectiveness, then, should lead institutions to adopt a paradigm for such activity that includes: a very clear statement of institutional mission and objectives, identification of departmental and program outcomes, and the creation of effective processes for assessing accomplishments. Institutional commitment to assessment is essential to successful completion of such a project. Since all components of an institution play a part in achieving the stated mission, they should all play a part in accomplishing assessment of student outcomes and institutional effectiveness.

Planning for additional institutes is being done by a committee of individuals representing ACCJC, the RP Group, the California Chancellor's Office, and representatives from interested colleges. It is expected that this committee will complete its work in late summer and, make available announcements about the institutes.

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Commission Institutional Actions in June 1998

Reaffirmed Accreditation

Allan Hancock College
Brooks College
Chaffey College
College of Micronesia-FSM
Evergreen Valley College
Glendale Community College
Golden West College
MiraCosta College
Monterey Peninsula College
Palau Community College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Jose City College
Santa Monica College

Accepted Interim Report with Visit

American Academy of Dramatic Arts West
Chabot College

Accepted Progress Report with Visit

American Samoa Community College
College of the Marshall Islands
Heald College, Portland
Lassen College
Los Angeles City College
Vista College

Accepted Progress Report

Coastline Community College
Irvine Valley College
Los Angeles Harbor College
San Bernardino Valley College

Eligibility Review not Accepted

Community Christian College
Western Career College

Approved Substantive Change

Cerro Coso Community College
Ohlone College

Accepted Special Reports

Los Angeles CCD
South Orange CCD

Accepted Midterm Report

Honolulu Community College

Imposed Show Cause Order

D-Q University
San Francisco College of Mortuary Science

Other Actions

The Commission placed seven institutions on warning. Warning is a confidential action requiring correction within a timeline set by ACCJC.

Trends in Commission Institutional Actions

The nationwide demand for quality assurance in higher education has resulted in an increase in Commission decisions requiring institutions receiving reaffirmation of accreditation status to submit interim reports as part of that reaffirmation. More and more frequently, these interim reports are to be accompanied by limited visits. In the 1997-1998 academic year, 23 comprehensive evaluations were conducted. Of this number, 91% were accorded reaffirmation, with 22 % asked to provide interim reports and 43% required to provide interim reports with visits. Seven colleges (30%) were granted reaffirmation with no further activity except for their annual and mid-term reports. These figures are consistent with a trend noted in the last five years.

ACCJC Holds Retreat

A retreat was held on June 10 in conjunction with the regular Commission meeting in San Francisco. The Commission participated in a discussion on quality in higher education with **Peter T. Ewell** from the National Center for Higher Education Management Systems. Dr. Ewell has long been associated with emerging issues in American higher education and he provided Commissioners with the structure for a lively discussion.

Commissioners also planned a policy calendar and discussed public disclosure of the accredited status of institutions, a topic of nationwide concern. Included as part of this deliberation was the range of actions the Commission takes on institutions. The Policy Committee will continue activity on these issues.

The Commission discussed evaluation of its own performance. This subject has become an area of concern in the accrediting community as commissions take a serious look at issues of validity and reliability in the accreditation process. A working committee was formed to begin investigating a process for self-evaluation.

ACCJC Commissioners Reappointed and Honored

Commissioners reappointed for an additional three-year term are: **Professor Leon P. Baradat,** MiraCosta College; Mr. Baradat was elected Chairperson of the Commission; **Dr. Barbara A. Beno,** Vista College President; **Dr. George R. Boggs,** Palomar College President; Dr. Boggs was elected Vice Chair-person; **John T. Cruz,** Guam Community College President; and **Lee M. Lockhart.** Public Member.

Honored for outstanding contributions as they concluded service to the Commission were: **Professor John P. Bibbo** from Southwestern College; **J. Robert Evans,** former President of Kelsey-Jenney College; and **James Fontana,** Santa Rita School District Assistant Superintendent.

Also honored for distinguished service to the Commission was **Dr. Constance M. Carroll,** San Diego Mesa College President. Dr. Carroll has been chairperson of the Commission for the past two years. Commissioners lauded her exemplary leadership, her extraordinary understanding of accreditation issues, and her skill in conducting Commission meetings. Dr. Carroll will continue to serve, completing her third term on the Commission, completing her third term.

NEW ACCJC COMMISSIONERS SELECTED

Five new members have been appointed to Commission membership. Most begin service July 1, 1998. They include the following individuals.

Dr. Donna Durno

Dr. Donna Durno, Senior Vice President of Education for the **Heald Colleges** since 1994, was appointed from the private colleges. The Heald Colleges comprise a system of 15 private, non-profit colleges in California, Oregon, and Hawaii. Dr. Durno was Commissioner for Basic Education in Pennsylvania, as well as a school superintendent. Dr. Durno assumed her responsibilities as a Commissioner at the June 8 meeting, replacing J. Robert Evans.

Dr. Lucy Killea

Dr. Lucy L. Killea, a resident of **San Diego**, joins the Commission in one of the two positions for public members added by the Commission last year. She is currently President and CEO of International Community Foundation, a non-profit organization. Dr. Killea served as a member of the California State Assembly from 1982-1989 and as a Senator in the California Legislature from 1992 to 1996. She is a member of the Citizens' Commission on Higher Education.

Dr. Judith Endeman

Dr. Judith L. Endeman, Superintendent of the Ramona Unified School District is **Chairperson** of **WASC Schools Commission.** She will be the liaison to ACCJC. Dr. Endeman's very active history with accreditation issues began in 1979. She has served on more than 18 evaluation teams for both public and private schools.

Mr. "Jack" Pond

Mr. Garman "Jack" Pond, Professor of English at **Leeward Community College** in Pearl City, Hawaii will serve on the Commission as a faculty member. Mr. Garman has long been involved in accrediting activities, working on self studies for his campus and serving on nine evaluation teams over the past 12 years. He has been Secretary of the Leeward Community College Academic Senate for eight years.

Mr. Joseph Richey, a **Thousand Oaks** resident, will fill the other newly-created public position. Prior to retirement, he was Director of Educational Relations for Pacific Bell and served as President and CEO of the Industry Education Council of California. Mr. Richey also served as President of the California State Council on Vocational Education. Currently, Mr. Richey provides leadership for a variety of civic and professional organizations throughout California.

(Photo not available)

Evaluation Schedule for 1998-1999

These institutions have scheduled comprehensive evaluations in 1998-99. Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the ACCJC Executive Director at 3402 Mendocino Avenue, Santa Rosa, CA 95403.

* *Denotes Fall visit.*

Antelope Valley College*
College of Alameda
College of the Desert
College of Marin
Compton Community College
Cypress College
Deep Springs College
Fashion Institute of Design and Merchandising
Fullerton College
Irvine Valley College*
Merced College
Mt. San Antonio College*
Oxnard College
Saddleback College*
Victor Valley College
West Hills Community College

Workshop Schedule for 1998-1999

Attendance at a Commission workshop is required of all team chairs and new team members. Experienced team members are encouraged to attend. Self study workshops for colleges preparing self studies for visits in academic year 1999-2000 and Fall semester 2000 will include samples of self studies and presentations by representatives of colleges that recently completed self studies. The schedule is as follows:

Date	Work	Location
8/21	Team Chairs	SFO Westin
9/15	Self Study	DeAnza College
9/17	Self Study	Yuba College
9/18	Teams	Solano College
9/24	Self Study	LA Harbor College
9/25	Teams	CerritosCollege
1/22/99	Teams	Skyline College
1/29/99	Teams	Long Beach City College

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Accreditation NOTES

October 1998

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Gaining Accreditation: Exciting, Challenging, Demanding....and Fun

by

Judith Watkins, Associate Executive Director

Beginning a new college is exciting, challenging, demanding, and most of all fun. I know, because 29 years ago I was part of the "founding faculty" for a new community college. What never entered my mind in those heady days was how the emergence of this new institution related to other institutions of higher education. More concerned with a hastily drawn together faculty and curriculum, late deliveries of furniture for the classrooms, and no lights or paving for the fog-bound parking areas, accreditation was far from any notice on my part. Fortunately, others were paying attention, because that institution did become accredited in due course, and our community and students accrued the benefits of that status.

The path to accreditation is similarly exciting, challenging, and demanding, as institutions explore and resolve fundamental issues of educational quality and organizational effectiveness. Now, after a period in which the Commission saw relatively few serious requests for eligibility reviews, the number and kind of institutions presenting themselves for consideration are increasing. Just in the last two years, the Commission has considered Eligibility Reports from a public multi-campus district, two private proprietary schools, and one private non-profit college. From conversations with leaders around the region, we believe that additional applications will come forward reasonably soon. The purpose of this article is to review the steps involved in achieving accredited status, including the different paths that institutions that are differently situated might follow, and provide guidance for those considering such a course of action.

Review of the growth of ACCJC since accreditation of two year institutions began in 1952 demonstrates that the dominant pattern was that of the conversion of campuses into colleges in the public sector. Fifty five institutions mark their accreditation from that time; six more joined before 1959; 21 institutions were added between 1960 and 1969; 36 more in the seventies; 13 in the eighties; and six since 1990. Twenty three institutions were existing campuses of districts or systems when their collegiate status was achieved; fifty nine were newly created institutions.

The Accreditation Process

Eligibility Review. Typically, the first step is an informal one. Since accreditation is voluntary, representatives of the institution request information, and often staff meet with them and visit the college. Sometimes the outcome is a decision that ACCJC accreditation is not appropriate and other accreditation avenues are explored. The first formal accreditation step depends on the status of the institution. If the situation is one of a center or campus being transformed into a college, the first declaration comes by way of an action by the governing board. If a new private college is being established, appropriate licenses to operate must be obtained. A new political jurisdiction and the selection of a governing board must follow the procedures laid down in the statutes of the states or territories found in the region. In all cases, there is a legal entity created or in place which has the authority to request an eligibility review.

The Eligibility Report prepared by the institution consists of documentation that it satisfies all twenty of the Commission's eligibility requirements. Typically, this process takes about six months, during which time there is continuing consultation with Commission staff. The college submits the Eligibility Report for Commission review and action at a Commission meeting.

Self Study. Once a college is found to be eligible, it is invited to complete a self study using the Standards of Accreditation and using the process outlined in the *Guide to Self Study and Reports to the Commission.* This is followed by a visit by an evaluation team which conducts a peer review, prepares a Team Report, and makes a recommendation to the Commission regarding the accredited status of the college. This part of the process typically takes about two years.

Commission decision. After review of the self study, the team report, team recommendation, and any other relevant information such as complaint history with a state agency or reports and decisions of other accreditors, the Commission renders one of three decisions:

a. *Deny candidacy.* If this occurs, the institution may not reapply for two years.

b. *Grant candidacy*. Initial candidacy is initially awarded for a maximum of two years and can be extended once for a total of four years. If the institution does not achieve accreditation in four years, candidacy ends and the institution may not reapply for two years. Candidacy is not accreditation, nor is it a guarantee that accreditation will be achieved.

c. *Grant initial accreditation*. The institution is granted accreditation from the date of the Commission action, subject to periodic review, which is currently every six years.

From this review of the process, it is clear that the path to accreditation is one which does not occur overnight. Depending on the circumstances of the institution there may be other review processes by state agencies involved, or more time may be needed to meet the eligibility requirements or standards of accreditation. At minimum, achieving accreditation involves a two to three year process and a high degree of commitment and activity to sustain the effort.

Different applicant institutions may have somewhat different conditions during the eligibility or candidacy period. For example, when a college is being created within an existing district or system where there are already accredited institutions in place, the "new" institution may use the name of the new college, but the degrees and transcripts will bear the name of the parent institution until such time as accreditation is achieved. For new institutions or new public jurisdictions, accreditation is not conferred retroactively; therefore, a student who completes a program during the eligibility or candidacy period does not graduate from an ACCJC accredited institution. An existing institution may hold accreditation from another accrediting body. In these cases, the college continues with its accreditor until the ACCJC process is completed.

Representation of Status During the Eligibility and Candidacy Period

An area of potential confusion for institutions and the public arises during the period before accreditation is achieved. An institution which is preparing, has submitted, or completed an Eligibility Review is not permitted to make any representation which claims or implies a current or future formal relationship with the Commission. A center or campus which has received the appropriate legal authorizations may describe itself as a college, but its relationship to the parent institution must be fully disclosed.

When an institution is in candidacy, the Commission has developed specific language which is found in the *Handbook of Accreditation* and in the Commission policy regarding representation of accredited status. The language includes a definition of candidacy, and requirements of public notification which must be included in institutional publications.

Close readers will have noticed that I have not yet talked about any fun connected with this process. In every successful application, eligibility, and candidacy activity that I have observed, the most powerful statements made by participants related to their sense of engagement, their personal and professional growth, their enjoyment of the opportunities to know and work with people from all parts of the institution, and, most of all, their sense of acccomplishment at achieving this goal on behalf of their students and publics. That may not be everyone's idea of *fun*, but it just might make a list of professional Top Ten.

Executive Director Attends INQAAHE Meeting

Continuing involvement in issues of quality assurance has led Executive Director **David Wolf** to attend a conference of the International Network for Quality Assurance Agencies in Higher Education in Paris. The working meetings explored ideas and concerns on external quality assurance between the United States and Europe.

Topics for discussions included, among others, new approaches to accreditation, distance and virtual institutions, international standards and transnational education. Participants at the conference represented regional accreditation agencies from all parts of the U.S. as well as Eastern Europe, Scandinavia, the United Kingdom, the Netherlands, and France.

Dr. Wolf reported that the conference was a highly successful effort in exploring creative responses to accreditation issues of current interest to accreditors here and abroad.

Accreditation and Public Disclosure

by

Professor Leon Baradat, Commission Chair

Broadly speaking, the Accrediting Commission for Community and Junior Colleges has two major responsibilities: to facilitate self improvement among the member colleges and to assure the public of their overall quality. The general view is that the Commission does a good job at the former responsibility, but that it should increase its efforts with regard to the latter. The need for improved public disclosure was identified by a 1994 independent review of the Commission. Pressure from State and Federal governments to increase public disclosure is also an important motivator, as are periodic expressions in the press and in professional journals exhibiting misunderstanding about accreditation. Accordingly, the Commission has resolved to address this issue.

Considerable difficulty in enhancing public disclosure about accreditation arises, however, because the twin responsibilities of the Commission are sometimes in conflict with each other. Straightforward and thorough analysis of a college's successes and failings is at the very heart of the accrediting process. Yet, such candor is problematic when self-evaluators know that all the "warts" of their institutions might be exposed in the press. For this reason, it is incumbent upon the Commission to be very cautious about how it seeks to achieve better public understanding of the accreditation process and its results. A careful balance must be struck between the public's right to know and the college's need for discretion.

The Commission is also committed to the concept that the public's interest and the interests of the colleges are best served when the colleges themselves are forthcoming about their accredited status. This commitment requires that the colleges assure that the various publics served are well informed about the colleges' accreditation status, regardless of what this status might be.

For its part, the Accrediting Commission will be deliberating development of a "Statement of Accredited Status" that can be made available to the public upon request. It is likely to be based on similar statements currently used by other accrediting commissions in the country, and carefully designed to fit our particular situation. Along with information similar to that already published in the WASC Directory, this statement would include the current accredited status of an institution and the reasons for it. The "Statement of Accredited Status" would be uniform in its presentation and would include the same range of information about every college.

Leon Baradat

The Commission does not wish to develop any rank order among its members nor to report about the quality of any person or program at a member college. Furthermore, the Commission does not wish to share a self-study with the public unless the college involved agrees to such an action.

Given current public pressure and recent federal regulations, it is now thought that all Commission actions should be made public. In cases involving an accredited status of warning, probation, show cause, or termination, one approach being considered would have the Executive Director develop a joint statement with college authorities.

The creation of the "Statement of Accreditation Status" and the making public of all actions of the Commission (currently warning actions are not made public) will be considered along with any other concerns brought forth by interested parties. As always, the Commission is anxious to consider all opinions and exigencies before adoption of any policy and seeks to air this issue in the field thoroughly. Meetings will be held to review the policy and we encourage you to communicate your views to us on the matter.

Progress on the issue will be announced in our publications, and, of course, the Commission meetings at which this issue will be discussed are open to the public. Together we shall meet this new challenge, and resolve it in such a way as to enhance the interests of all involved.

Commission actions regarding the accredited status of colleges are reported regularly in the ACCJC Newsletter. Staff members have now prepared a summary of Commission actions of the past five years for the Annual Report to be published soon. You will find the summary below.

SUMMARY OF COMMISSION ACTIONS
1993-94 through June 1998

Action	1993-94	1994-95	1995-96	1996-97	1997-98
Applicant	0	4 (denied)	1 (denied)	2	2 (denied)
Candidacy	1	0	0	0	0
Initial Accreditation	1	2	0	0	0
Reaffirm	6	9	5	8	7
Reaffirm with Report	6	4	7	7	10
Reaffirm with Report and Visit	6	12	10	4	5
Deferral[1]	1	3	1	0	0
Warning[1]	2	2	3	3	7
Probation[2]	4	3	6	5	2
Show Cause[2, 3]	1	0	0	0	2
Termination[2,3]	1	0	0	0	0
Withdrawal/ Closure/ Transfer	0	0	1	0	0
Substantive Change	4	4	9	6 (1 denied)	6
Progress Reports[4]	13	17	8	9 (1 denied)	20 (1 denied)
Special Reports[5]					2

[1] Deferrals and Warnings are private negative actions followed by reports and visits.
[2] Public negative actions followed by reports and visits
[3] Public negative action subject to ACCJC and WASC appeal
[4] Follow-up resulting from prior Commission actions
[5] Follow-up on Commission action regarding multi-college systems

Commission Staff Attend Interregional Accrediting Staff Retreat

ACCJC Executive Director David Wolf participates in plenary session discussion

In late August, Directors David B. Wolf, Judith Watkins, and Darlene Pacheco participated in a three-day interregional retreat for all accrediting staff in Minneapolis. In attendance were over 40 staff members from the six regional accrediting associations. Focus of the retreat was on four themes: **re-visioning accreditation,** rethinking for the future of accreditation; **current challenges,** today's challenges and how responses to these challenges will shape the future of accreditation; **current practices,** best practices and successful innovations within current operations; and **relations with external groups,** how external pressures and expectations affect the how and what of accreditor activity.

Regional Directors - from left to right - Richard Mandeville, New England Commission on Technical and Career Institutions; Sandra Elman, Northwest Association of Schools and Colleges; James Rudgers, Southern Association of Colleges and Schools; David Wolf, ACCJC; Charles Cook, New England Association of Schools and Colleges; Jean Ronet Morse, Middle States Association of Colleges and Schools; and Stephen Crow, North Central Association of Colleges and Schools

The program included addresses by **Judith Eaton,** President of the Council for Higher Education Accreditation, **Karen Kershenstein** from the U.S. Department of Education, **Jeff Livingston** of Western Governors University, **Jane Wellman** from the Institute for Higher Education Policy, and accreditation staff members.

The themes noted above provided a basis for discussion on such topics as new approaches for institutional review, assessment of student learning, validity and reliability, distance learning, and interregional cooperation. The retreat was a highly successful national gathering of accrediting commission staff and served as a vehicle for assuring expanded interregional cooperation.

Assessment Institutes in 1998-1999

The high level of interest in outcomes assessment expressed by many colleges has led to the development of two Assessment Institutes for the 1998-1999 academic year. The Institutes are sponsored by ACCJC, the California Community College Chancellor's Office, the RP Group, College of the Desert, and Hartnell College. Funding is provided by the Chancellor's Office.

The first three-day Assessment Institute, hosted by **Hartnell College,** was held in Monterey on October 12-14 and featured an address by **Peter Ewell** of the National Center for Higher Education Management Systems. The Institute focused on areas of assessment that have proven to be problematic for many institutions, providing over 140 attendees with opportunities to explore what assessment is, what outcomes are, and how assessment can be used to improve programs and institutions. Colleges were encouraged to develop a campus culture that emphasizes the accrual and analysis of evidence as an important value in its day-to-day activities. The Fall Assessment Institute drew participation from more than 35 community colleges as well as several private colleges.

College of the Desert will host the Spring Assessment Institute to be held in Palm Springs in April. Specific dates are being determined The program for the Spring Assessment Institute will highlight the same issues as in the Fall.

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Evaluation Schedule for Spring 1999

These institutions have comprehensive evaluations scheduled in Spring 1999. Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding an institution's qualifications for accreditation. Any third-party comment on these institutions should be made to the ACCJC Executive Director at 3402 Mendocino Avenue, Santa Rosa, CA 95403.

College of Alameda
College of the Desert
College of Marin
Compton Community College
Cypress College
Deep Springs College
Fashion Institute of Design & Merchandising
Fullerton College
Merced College
MTI College of Business & Technology
Oxnard College
Victor Valley College
West Hills Community College

Team Workshop Schedule for Spring 1999

Attendance at a Commission workshop is required of all new team members. Experienced team members are encouraged to attend. The schedule is as follows:

Date	*Location*
1/22/99	Skyline College
1/29/99	Long Beach City College

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